

# Culturally Responsive Response to Intervention

Considerations and Critical Questions

## Region 4 PTAC Conference



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# Agenda

June 2012

**Creating the Context for Culturally Responsive Response to Intervention (RtI)**

**Culturally Responsive RtI Framework**

**Considerations for Implementing a Culturally Responsive RtI Framework**

**Critical Questions**

# Potential benefits of Rtl

Increase accountability for all students within general education

Promote collaboration and shared responsibility among general educators, special educators, specialists, and parents.

Eliminate the “wait to fail” situation through providing effective early intervention

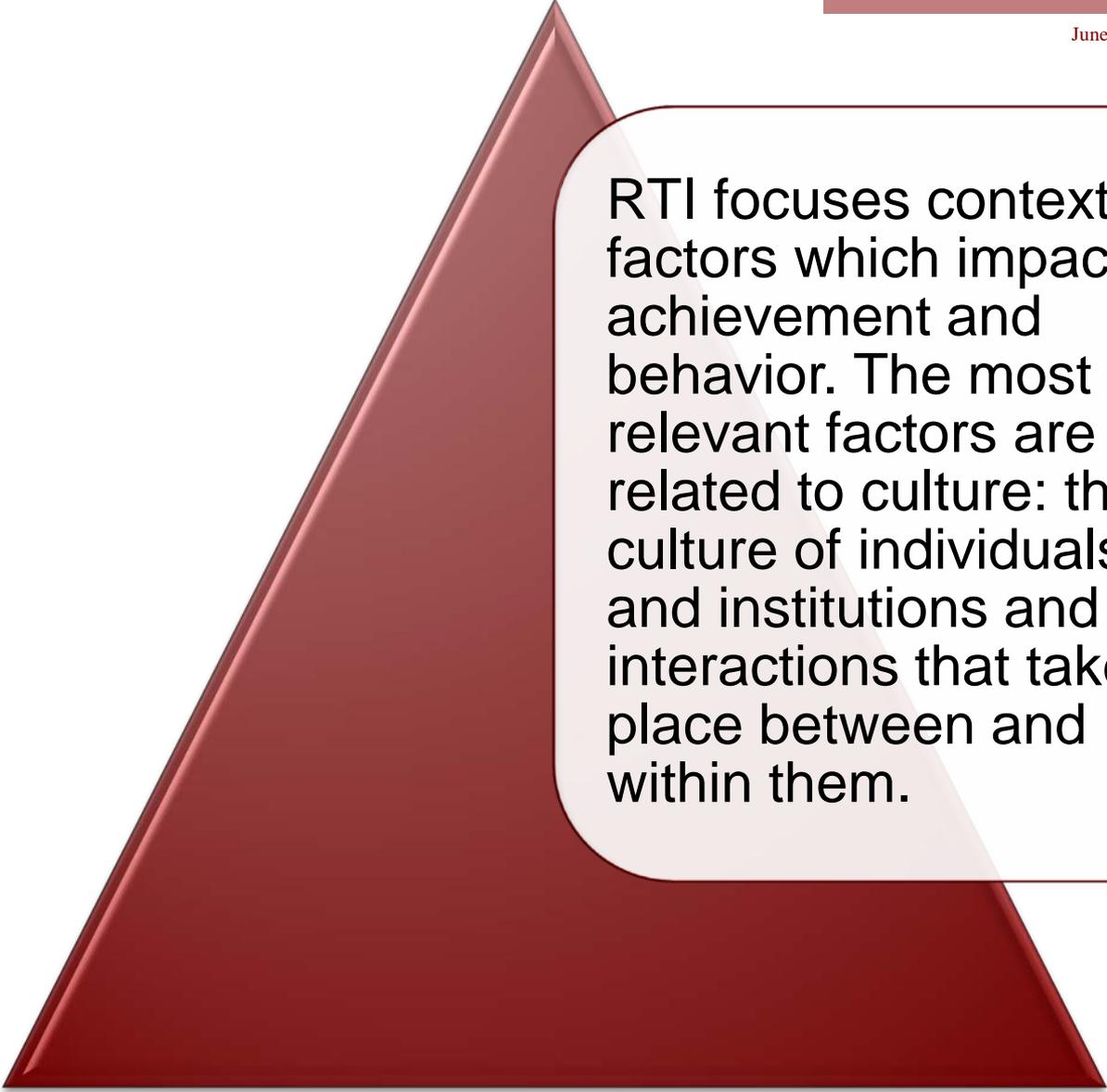
Reduce number of students referred for special education

Reduce the disproportionate representation of students from culturally and linguistically diverse backgrounds in special education.

# However ....

“....without consideration of how culture mediates and influences everything we do, the potential for inappropriate eligibility decisions are still present if the team does not apply a Culturally Responsive RTI model to such determinations.”

(Harris-Murri, King, & Rostenberg, 2006, p.9)



RTI focuses contextual factors which impact achievement and behavior. The most relevant factors are related to culture: the culture of individuals and institutions and the interactions that take place between and within them.

# What contributes to the implementation of effective culturally responsive academic and behavior management, prevention and intervention Supports?

**Understanding the cultural nature of learning**

**Considering the socio-cultural context of schools**

**Promoting equity within policies, people's decisions and practices**

# Understanding the Cultural Nature of Learning

## Cultural Histories

The cultural practices adults and students bring with them

The cultural practices already associated with school and schooling

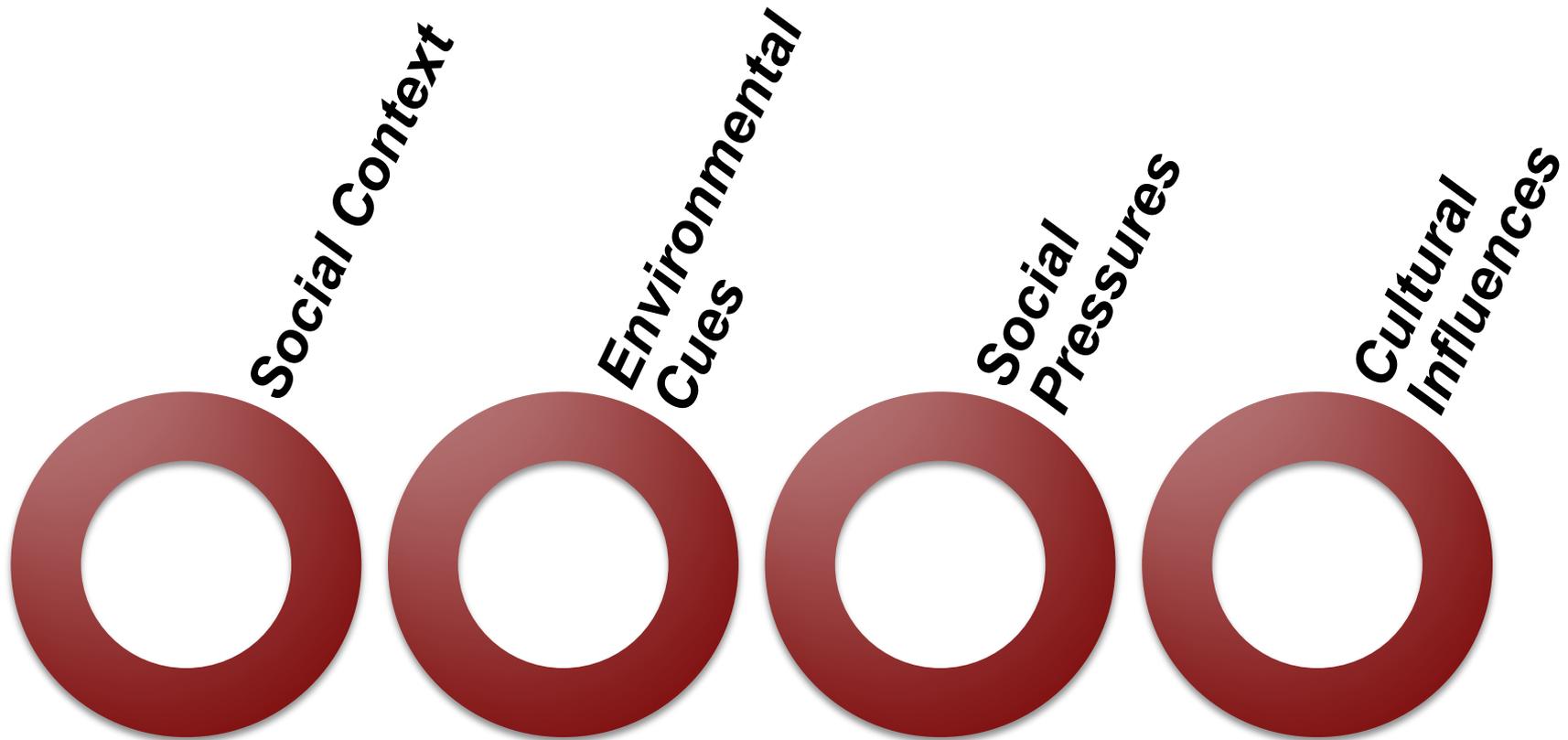
**The Institutional Culture**

The cultural practices constructed when people interact and work together

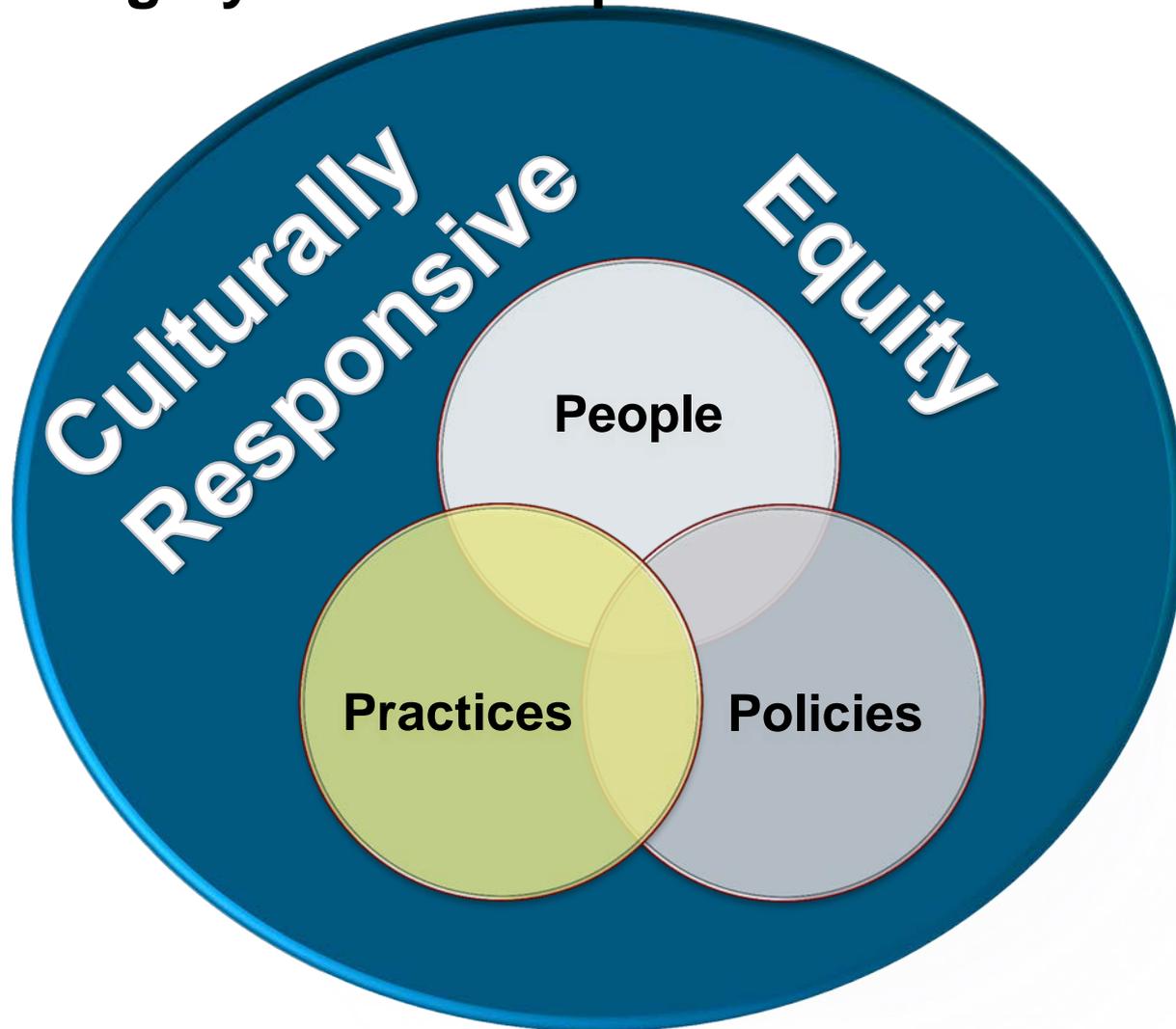
**The Culture We Create**

# Socio-Cultural Context

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# Creating the context for Culturally Responsive Rtl: Examining Systems Components



# Culturally Responsive is...

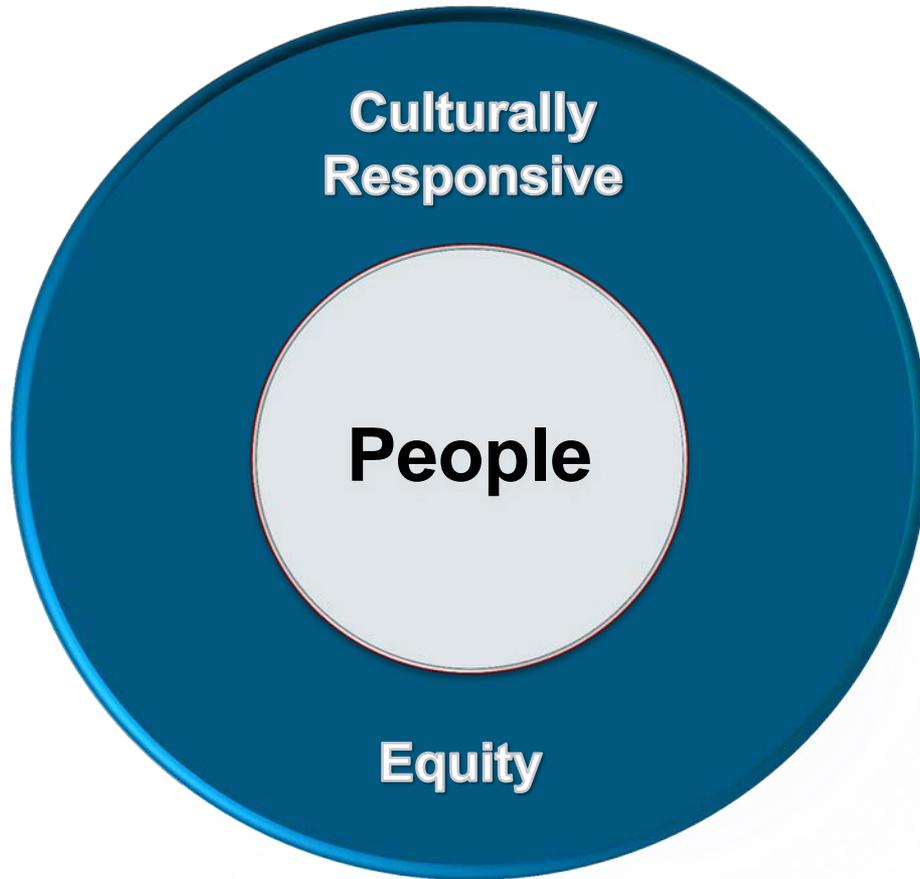


the valuation, consideration, and integration of individuals' culture, language, heritage and experiences leading to supported learning and development.

## **Educational Equity is ...**

- when educational practices, policies, curricula, resources, and school cultures are representative of all students, such that each student has access to, participate and make progress in high quality learning experiences, regardless of her or his race, ses, gender, ability, religion affiliation, national origin, linguistic diversity, or other characteristics.

# Creating the context for Culturally Responsive Rtl: Examining Systems Components

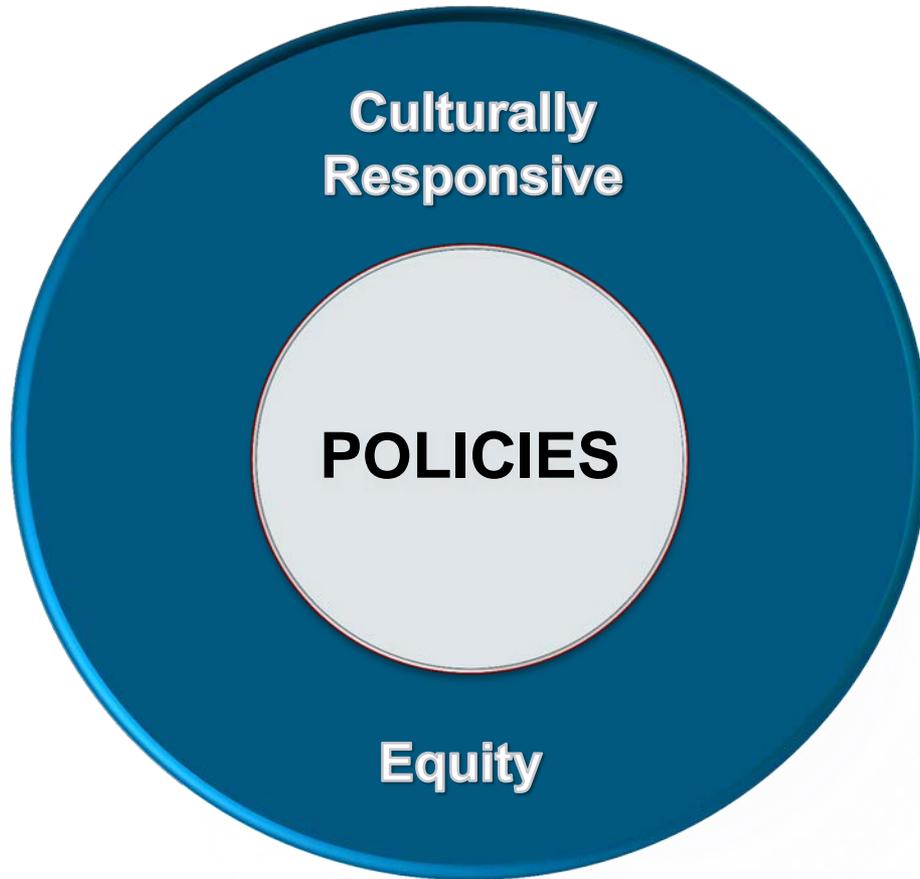


Capacity

Participation

Representation

# Creating the context for Culturally Responsive Rtl: Examining Systems Components



- Create Access
- Inform and Guide
- Liberate
- Support

# Creating the context for Culturally Responsive Rtl: Examining Systems Components



Collaboration

Continuous Assessment

Research based

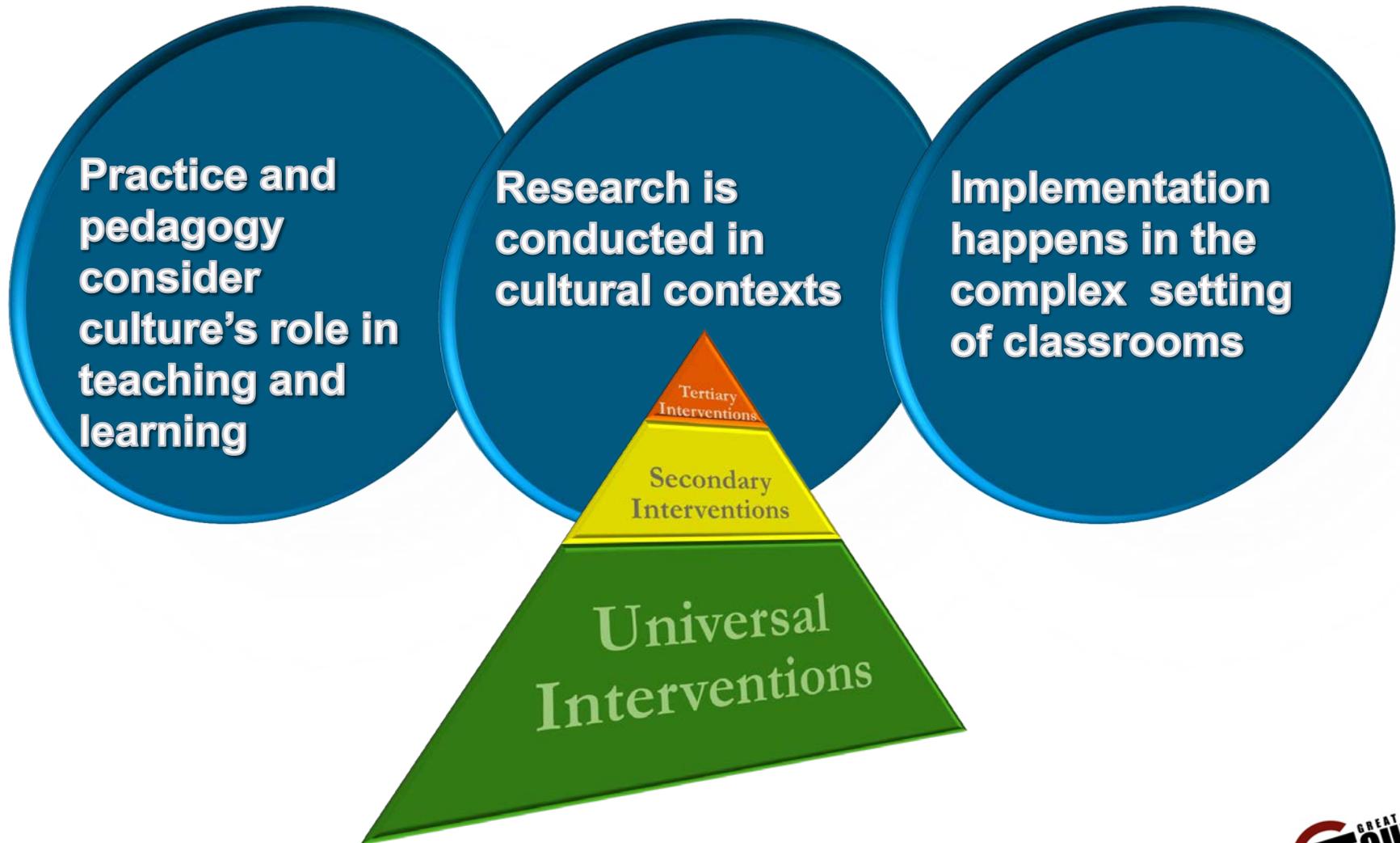
# Guiding Assumption of Culturally Responsive RTI:

*Create Opportunities to Learn*

*Reject Deficit Labeling of Students*

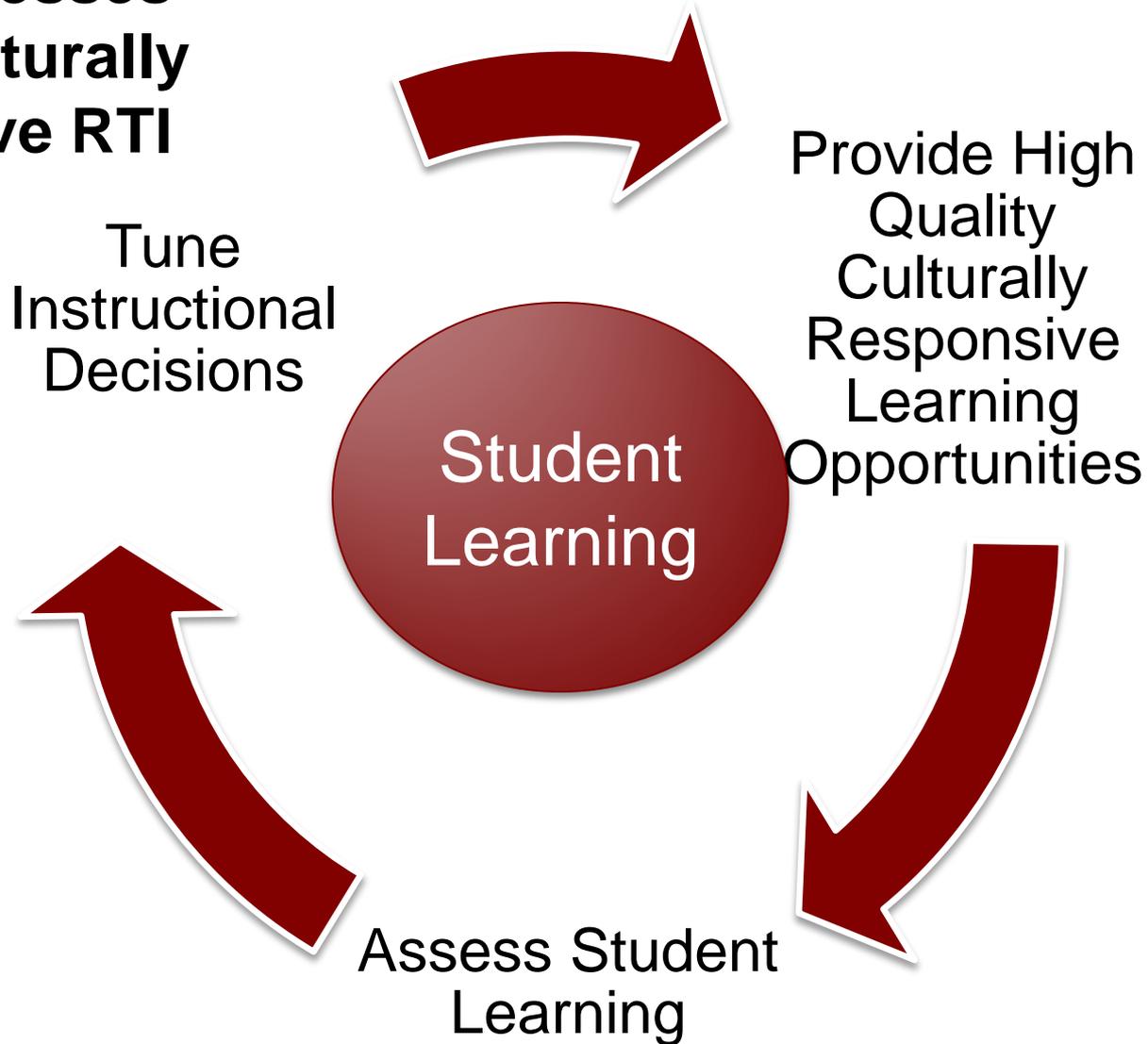
*Provide Inclusive Intervention  
Delivery*

# Culturally Responsive RTI



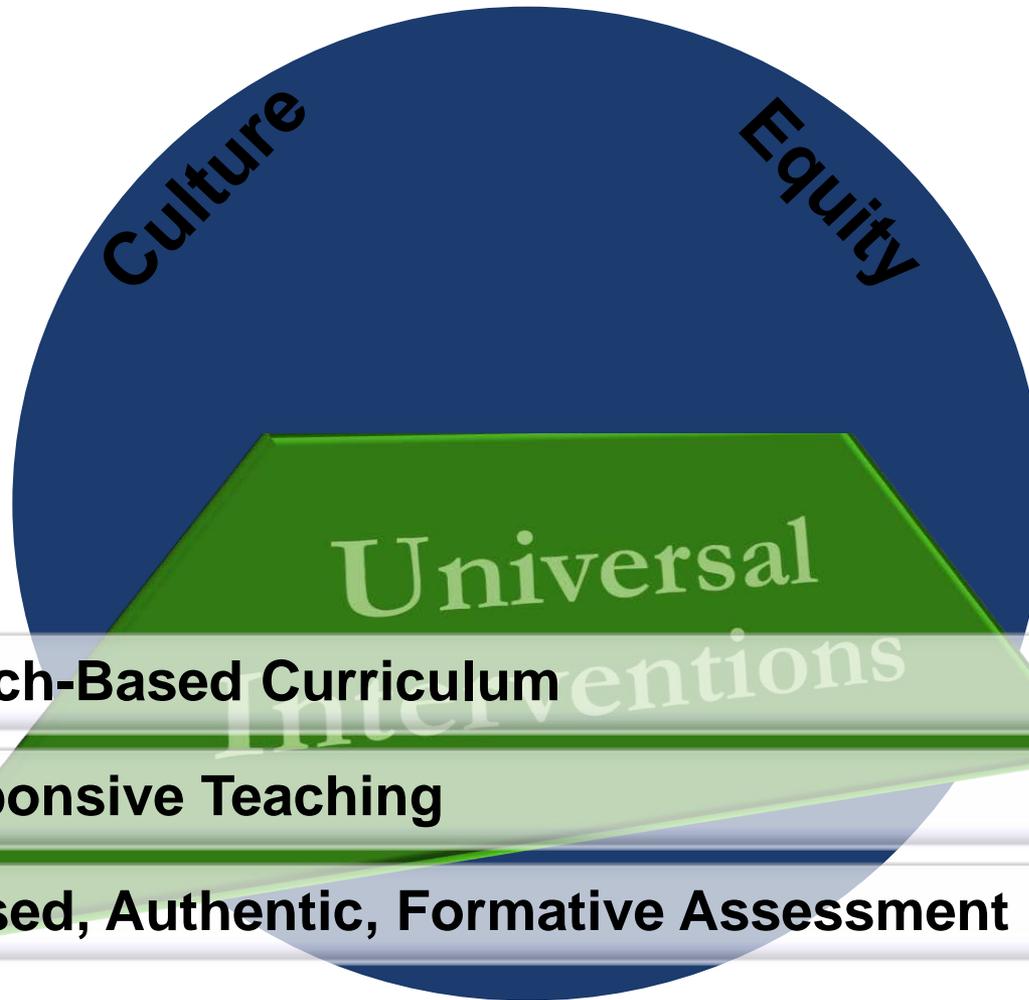
# Core processes within Culturally Responsive RTI

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# Tier 1 of Culturally Responsive RTI

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**Robust Research-Based Curriculum**

**Culturally Responsive Teaching**

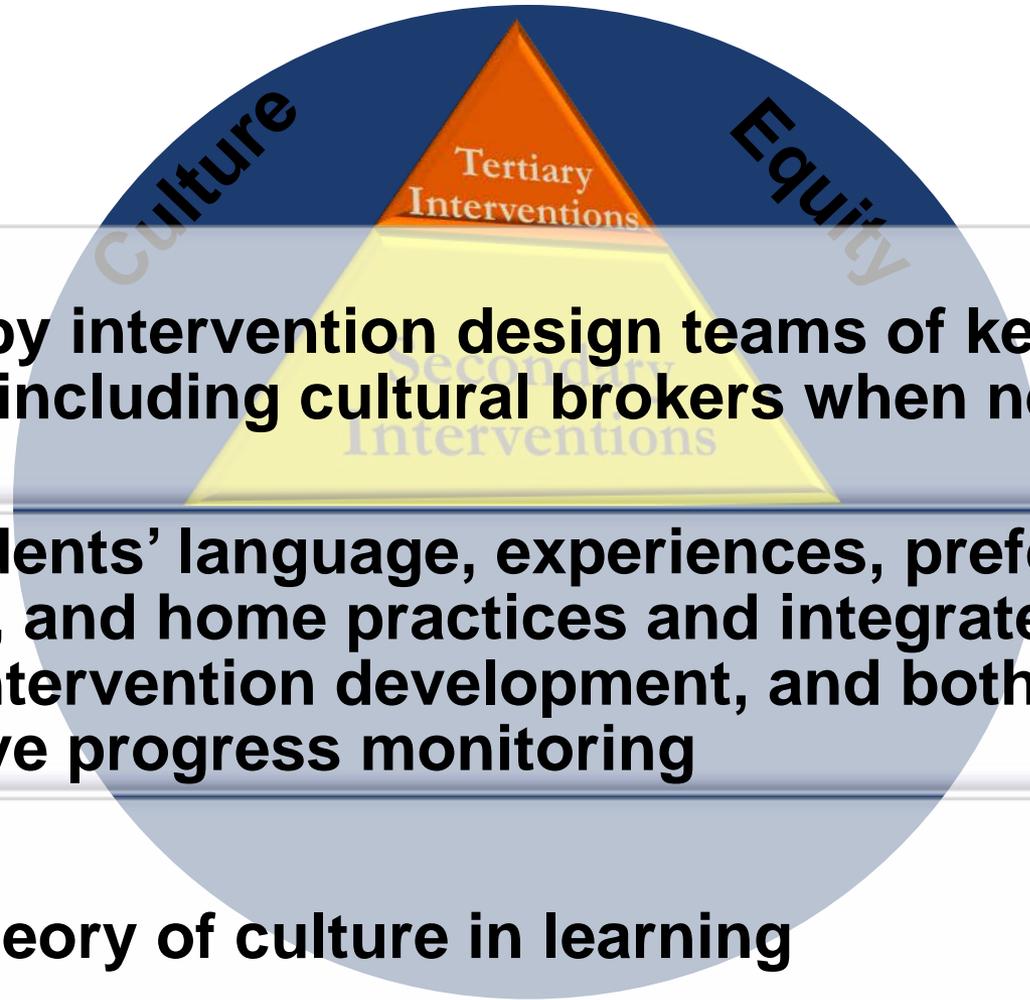
**Curriculum-based, Authentic, Formative Assessment**

# RTI Frameworks Allow for More Context-Informed Intervention Design

**“We assert that the emphasis on the *student*’s response to an intervention or interventions, shift to an emphasis on the importance of the *interventions* as responsive to the child,”**

**(Harris-Murri, King, & Rostenberg, 2006, p. 9.)**

# Tiers 2 & 3 of Culturally Responsive RTI

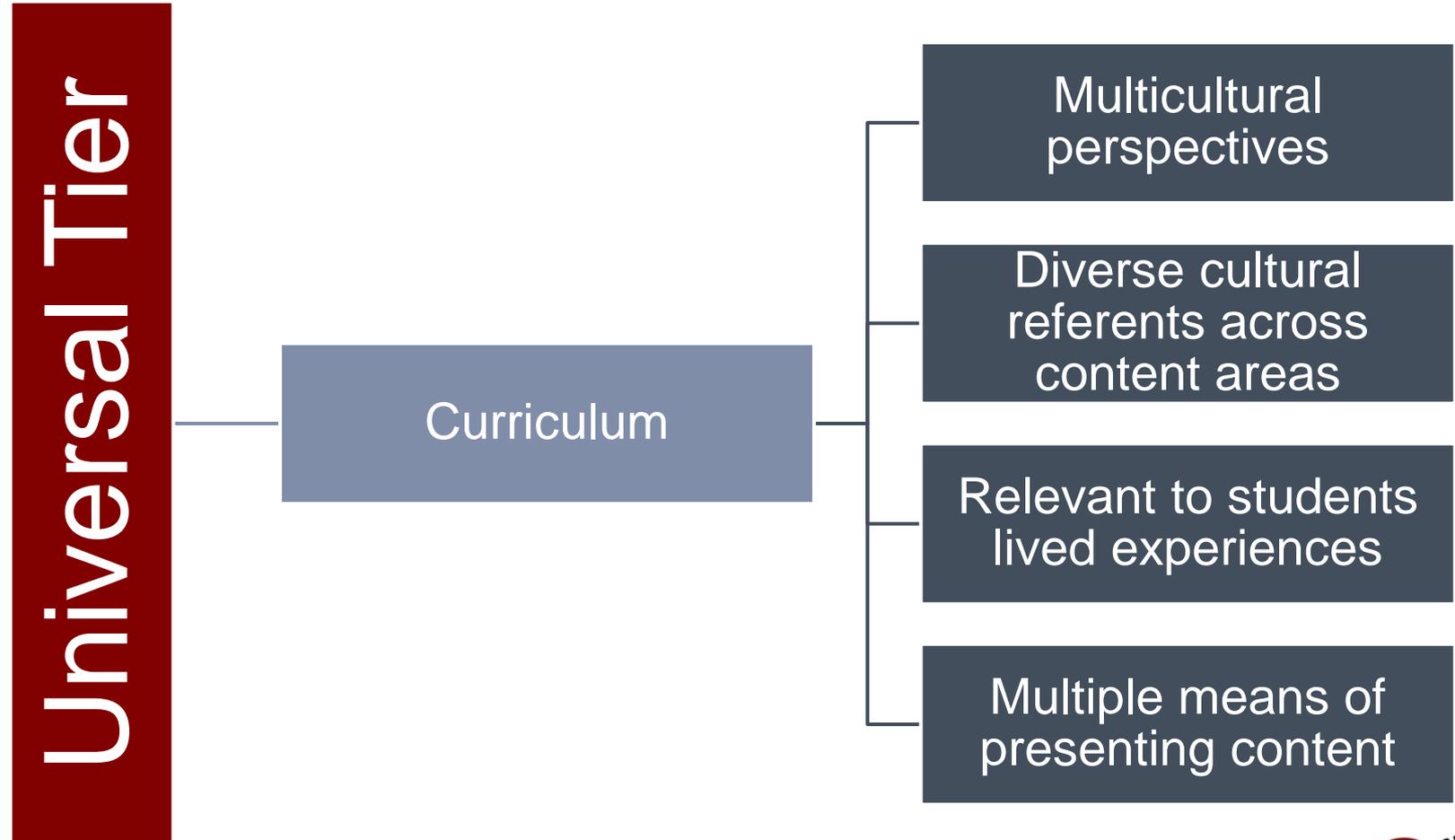


**Constructed by intervention design teams of key stakeholders including cultural brokers when needed**

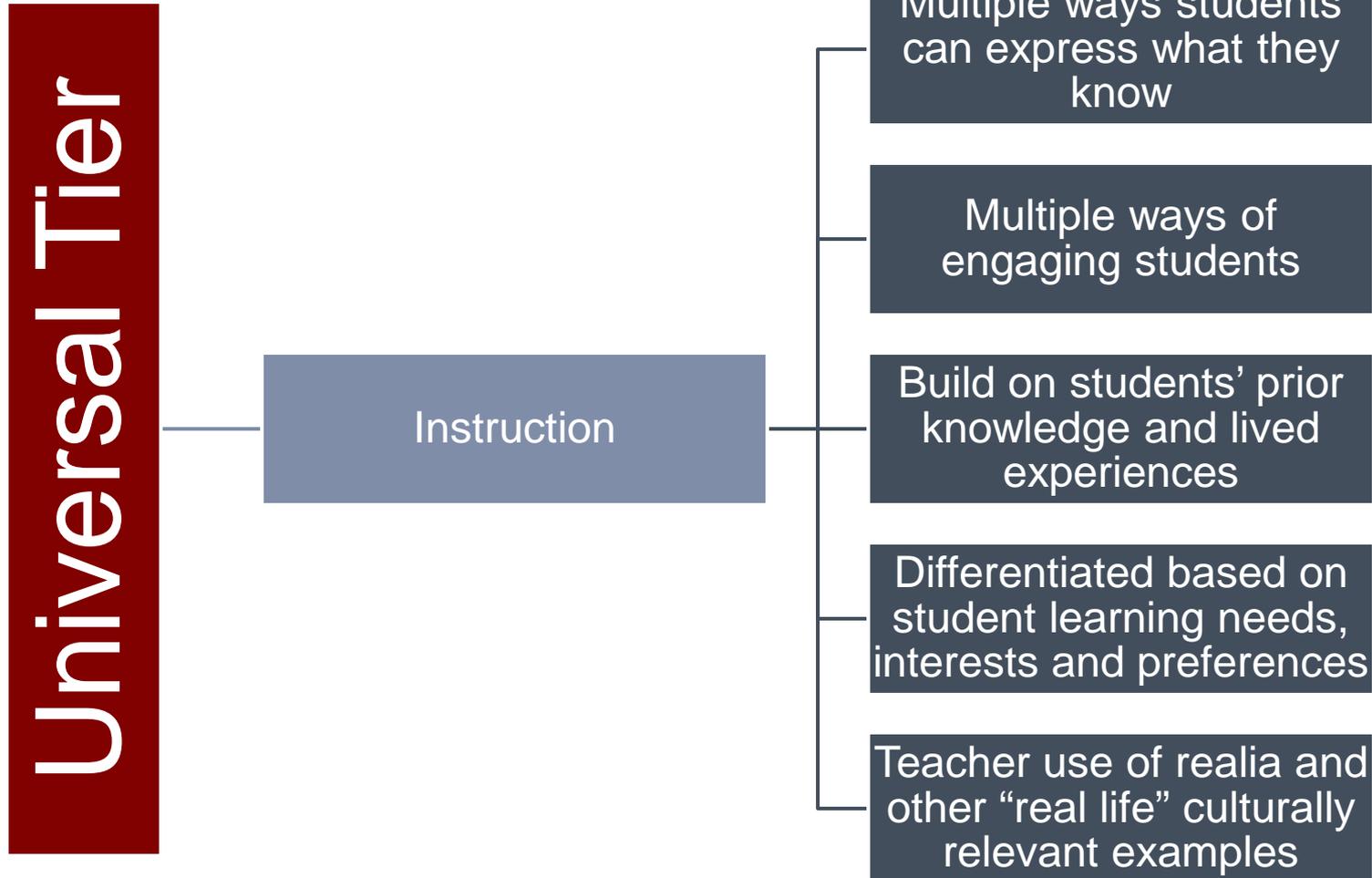
**Consider students' language, experiences, preferred ways of interacting, and home practices and integrate these factors into intervention development, and both formative and summative progress monitoring**

**Based on a theory of culture in learning**

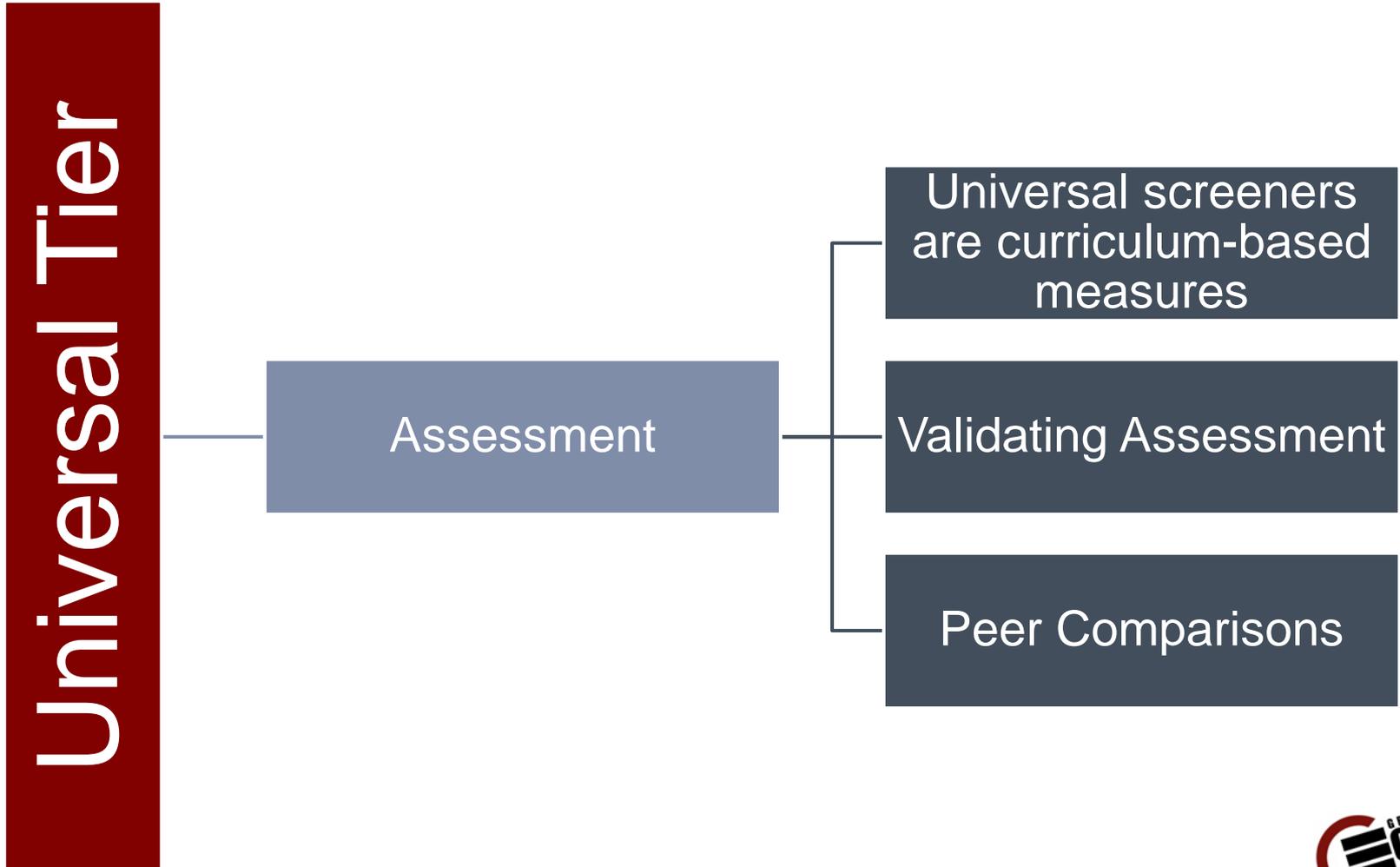
# Considerations



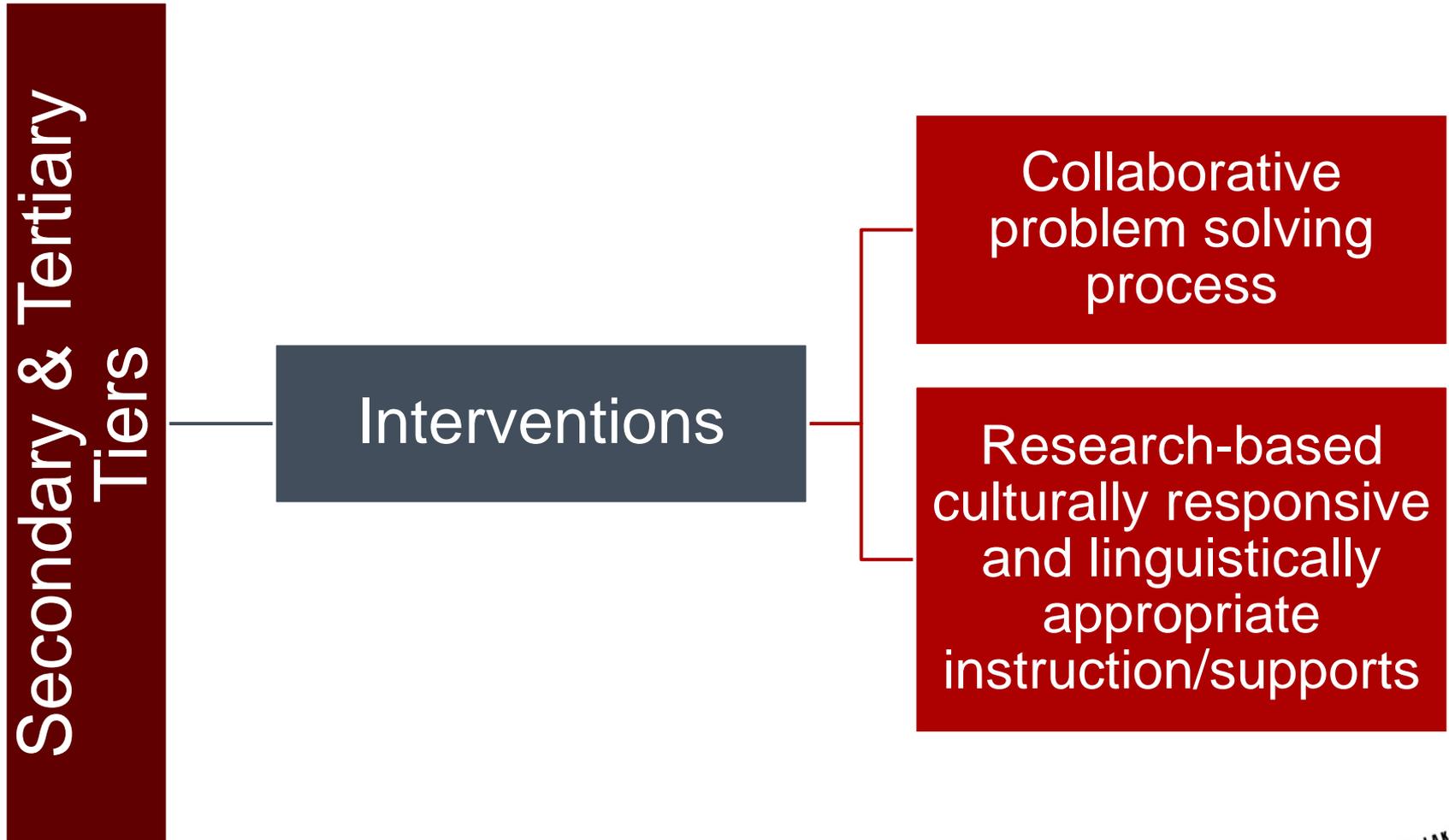
# Considerations



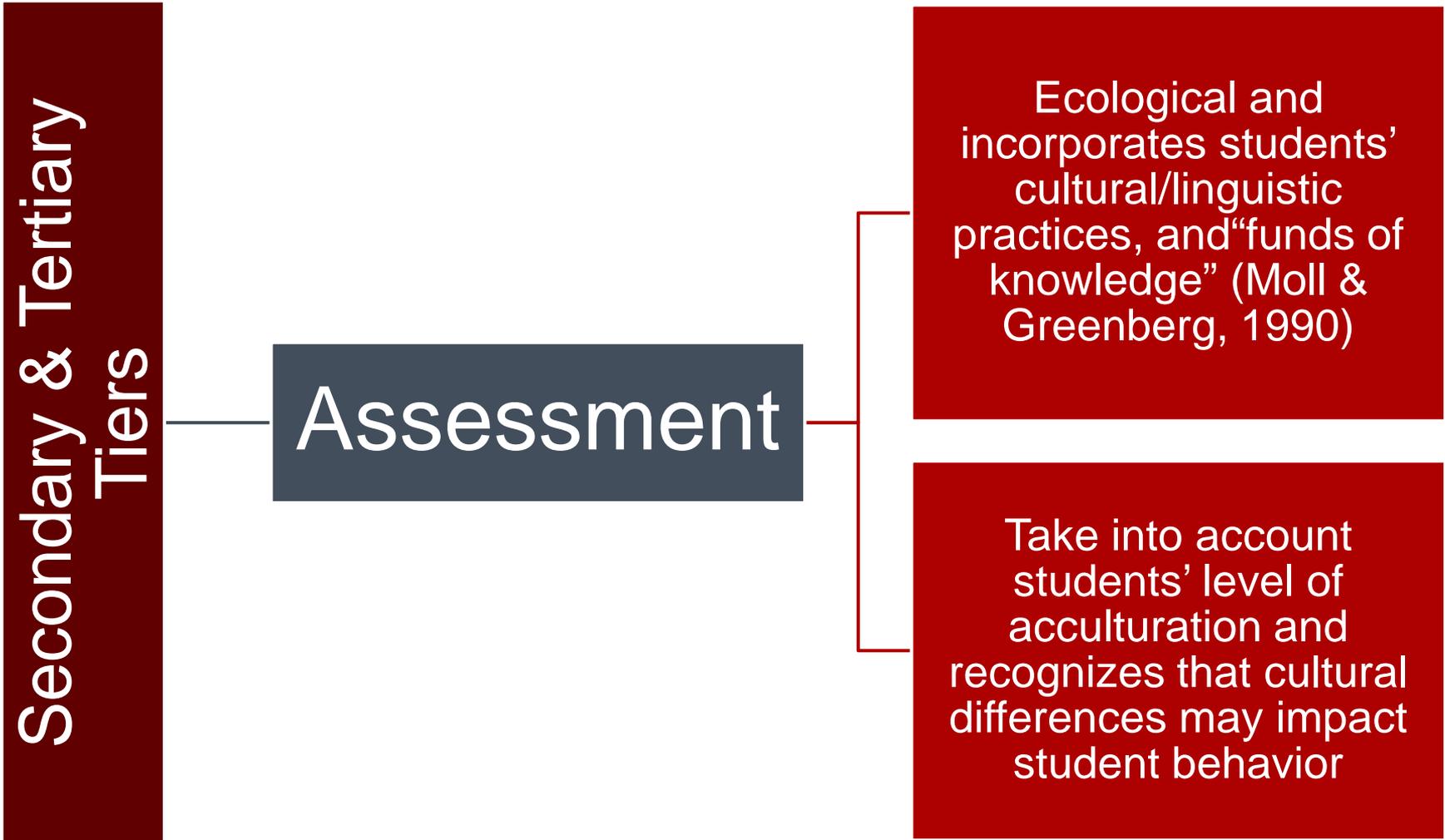
# Considerations



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# Monitoring Rtl Processes for Disproportionality

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Student data are used to evaluate the effectiveness of interventions and supports used across the three tiers.

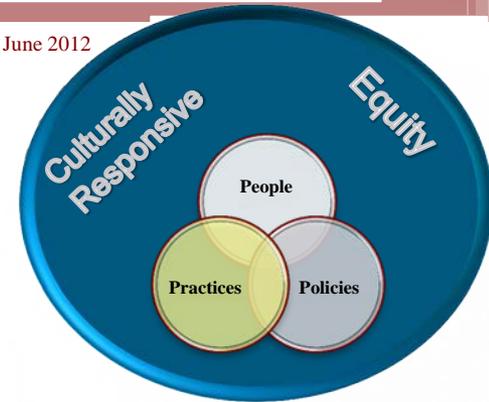
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Students accessing and exiting tier two and three supports are examined periodically in terms of student group representation for patterns of disproportionality.

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Consistent overrepresentation of any specific student group requiring tier two and /or tier three supports is addressed by strengthening the responsiveness of tier one or tier two instruction.

# Critical Questions:



The extent to which **people** demonstrate the dispositions and competencies required in order to implement culturally responsive Rtl?

The extent to which district and school **policies** support equitable and culturally responsive practices within a Rtl Framework?

The extent to which everyday school and classroom **practices** support culturally responsive Rtl implementation?



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# References

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- Harris-Murri, A., King, K., Rostenberg, D. (2006). Reducing Disproportionate Minority Representation in Special Education Programs for Students with Emotional Disturbances: Toward a Culturally Responsive Response to Intervention Model? *Educational Researcher*, 39 (1), 59-68.
- An NCCRESt Position Statement: Cultural Considerations and Challenges in Response-to-Intervention Models (2005). Denver, Co: National Center of Culturally Responsive Educational Systems.

# Thank you for your participation!

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